

N.B.—These Programmes must be used in conjunction with *An Essay Towards a Philosophy of Education* (see N.B. 2).

Programme 122†

L₅

(January to March, 1932.
April to July, 1932, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORMS VI. & V.

(Ages 15 to 18).

PUPILS' NAMES.....

Scripture.

VI. & V. *The One Volume Bible Commentary*, by J. R. Dummelow (Macmillan, 10/-) : (a) Introduction, pp. lxxiv.-lxxxv. and cxxxiv.-cxliv. ; (b), *Ezekiel*, chapters 1-24, pp. 488-508 ; (c) *The Epistle to the Galatians*, pp. 944-957 ; see also *The Clarendon Bible : Galatians*, with commentary by A. W. F. Blunt, B.D. (Oxford Press, 3/6). *The Life of Our Lord* (a continuous Gospel narrative compiled by R. G. Pousonby, Bell, 2/6), pp. 70-152, with notes from Dummelow.

The Saviour of the World, Vol. III. (P.N.E.U. Office, 3/-), pp. 66-126, with Bible text (see Index) and notes from Dummelow.

For Sunday reading (optional) :

VI. Stanley's *The Eastern Church* (Dent, 2/-), pp. 197-253. *A Short History of Our Religion*, by D. C. Somervell (Bell, 5/-), pp. 1-100. *Life of Charles Kingsley* (Macmillan, 8/6). *Courage, Truth, Purity*, Sermons by Rev. R. H. Charles, D.D. (Blackwell, 6/-).

V. Stanley's *Sinai and Palestine* (Murray, 4/-) pp. 62-124. *The Realism of Christ's Parables*, by Canon Quick (S.C.M., 2/-). Ruskin's *Praeterita*, Vol. I. (Allen & Unwin, 3/6), or, De Quincey's *Early Life* (Dent, 8d.).

VI. & V. *The Adventure of Paul of Tarsus*, by Rev. H. F. B. Mackay (Philip Allan, 7/6), pp. 1-95. Wordsworth's *Sonnets to National Independence and Liberty* (Complete Poems, Oxford, 3/6).

† The 122nd term of work set since the Parents' Union School began.

Composition. (The daily "reports" also come under this heading.)

- VI. & V. A good *précis* (see Morgan & Treble below, Section IV.). Essays on subjects suggested by the term's work in Literature, History, Science, or, on topics of the day. Occasionally write verses, *which must scan* (see Morgan & Treble, Section VII.).

English Language.

Both Forms, parse and analyse every week.

- VI. Taylor's *Words and Places* (Dent, 2/-), pp. 19-150. On *the Art of Writing*, by R. L. Stevenson (Chatto & Windus, 1/6).
- V. For revision and reference (Accidence, Syntax, History of Language, etc.) use *A Senior English Grammar*, by R. B. Morgan & H. A. Treble (Murray, 3/6). Trench's *English Past and Present* (Dent, 2/-), pp. 51-110; (second half of Lecture II, and III.).

Literature (Books set include holiday and evening reading).

- VI. & V. (a) Euripides' *Iphigenia in Tauris* (Vol. I. Dent, 2/-). (b) Shakespeare's *Twelfth Night* (Blackie, Plaintext, 6d.; or, Verity's edition, Cambridge Press, 2/6).
- VI. (c) Carlyle's *Sartor Resartus* (Dent, 2/-); (d) *English Critical Essays (19th Century)*, (Oxford, 2/-), pp. 1-84 and 120-190; (e) Ruskin's *Unto This Last* (Allen & Unwin, 2/6); (f) Borrow's *Lavengro* (Oxford, 2/-); (g) Disraeli's *Sybil* (Oxford, 2/-); or, Kingsley's *Alton Locke* (Nelson, 1/6); (h) *Selections from Coleridge* (Methuen, 2/-); (i) *Come Hither*, by Walter De la Mare (Revised Edition, Constable, 10/6); (j) *Oxford Book of English Verse* (Oxford Press, 8/6).
- V. (c) Ruskin's *The Seven Lamps of Architecture*, and (d) *Fronde Agrestes* (Allen & Unwin, 3/6 each); (e) De Quincey's *Essays: The Mail Coach* (Blackie, 1/6); (f) Byron's *Childe Harold's Pilgrimage*, Canto III. (Blackie, 3d.); (g) Dickens' *David Copperfield* (Dent, 2/-), or, Jane Austen's *Emma* (Nelson, 1/3) and Dickens' *Pickwick Papers* (Dent, 2/-); (h) *The Book of English Poetry* (Jack, 7/6), contemporary poets (1815-1856), (Coleridge, Shelley, Wordsworth). For reference only, *English Literature*, by A. J. Wyatt (University Tutorial Press, 3/-).

Keep a Commonplace Book for passages that strike you particularly. Learn a hundred lines of poetry. Be able to give some account of what you have read in each book, with sketches of the chief characters.

English History.

- VI. *British History in the Nineteenth Century*, by G. M. Trevelyan (Longmans 12/6), pp. 180-324 (1815-1858).
- V. *A Short History of Great Britain since 1714*, by R. B. Mowat (Oxford, 3/6), pp. 529-602 (1815-1858); or, better, read from Trevelyan with VI.

General History.

- VI. *The Legacy of the Ancient World*, by W. G. De Burgh (Macdonald & Evans, 15/-), pp. 362-395. *Modern History 1750-1925*, by H. W. Hodges (Blackie, 7/6), read from pp. 78-210 (contemporary with Trevelyan, above).
- V. *Ancient Times*, by J. H. Breasted (Ginn, 10/6), pp. 74-139. *Medieval and Modern Times*, by J. H. Robinson (Ginn, 10/6), (latest edition), contemporary European history from pp. 564-625 (1815-1858).
- VI. & V. Continue a Book of Centuries (P.N.E.U. Office, 1/9, or better, 2/6; see illustrated leaflet by Miss Bernau, P.N.E.U. Office, 6d.), putting in illustrations from all the history studied during the term (Bible, English, General). Visit museums. Make summaries of dates and events. Use maps. Make charts. *History Charts* (P.N.E.U. Office, 6d.).

Smith's *Classical Dictionary* (Dent, 2/6). *An Atlas of Ancient and Classical Geography* (Dent, 2/6).

Every-Day Morals and Economics.

- VI. Plato's *Four Socratic Dialogues: Euthyphro* (Oxford Press, 4/6). *Economics for the General Reader*, by Henry Clay (Macmillan, 4/6), pp. 395-476.
- V. *Ourselves*, Book II. (P.N.E.U. Office, 3/6), pp. 33-67. *The Economic World*, by A. R. & E. M. Burns (U.L.P., 5/-), pp. 222-294.

Geography.

- VI. *Frequented Ways*, by M. J. Newbigin (Constable, 15/-), pp. 223-264. *The Other Side of the Lantern*, by Sir F. Treves (Cassell, 3/6), pp. 215-319. *A Shorter Physical Geography*, by E. de Martonne (Christophers, 7/6), pp. 148-207.
- V. *The English Speaking Nations*, by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 311-372, with *Amble-side Geography Book V.* (1931 edition, Kegan Paul, 5/-), for reference and map work. Huxley's *Physiography* (revised 1924, Macmillan, 5/-), pp. 317-360, or, take Martonne, with VI. Mort's *An Elementary Practical Geography* (Blackie, 2/6), pp. 9-25.

Philip's *Pocket Surveyor* (Philip & Son, 2/6), will be found useful.

- VI. & V. Know from atlas (gazetteer) something about foreign regions coming most into note in the newspapers, and in connection with history, etc., studied. Summarise readings by memory maps on blackboard. Some account of the Physiography of your neighbourhood, with diagrams.

The World-Wide Atlas (Johnston, Edinburgh, 10/-).

General Science.

- VI. *Science and the Unseen World*, by Sir A. S. Eddington (Allen & Unwin, 1/6).
V. *Scientific Ideas of To-day* (1925 edition), by C. R. Gibson (Seeley, 6/-), pp. 171-229.
VI. & V. Geikie's *Geology* (revised 1921, Macmillan, 7/6), pp. 192-236. Some account of the geology of your neighbourhood, drawing sections.
The Ordnance Survey Geological Map of the British Isles (Stanford, 2/-). *Geological Map of Europe* (Oxford Press, 2/6).

Biology, Botany, Physiology, etc.

- VI. *The Study of Animal Life*, by J. Arthur Thomson (Murray, 6/-), pp. 48-99. *The Romance of the Human Body*, by R. C. Macfie (Gardner, Darton, 5/-), pp. 92-130.
V. *Botany*, by D. Thoday (Cambridge Press, 7/6), pp. 239-277; 88-111. For suggestions for out-door work: Dr. Caver's *Botany* (University Press, 8/6) will be found useful, see questions following chapters xii. and xxv. (buds, trees and shrubs).
Specimens must be found, if possible, for all botanical work, and experiments must be made. Keep a *Nature Note Book* with flower and bird lists (P.N.E.U. Office, 2/3).

Astronomy.

- VI. *The Mysterious Universe*, by Sir James Jeans (Cambridge Press, new edition, 2/-), pp. 40-86 (45-98 in the old edition).
V. *The Story of the Heavens*, by Sir R. S. Ball (Cassell, 15/-), pp. 253-314 (second half of chapter 12, and chapters 13 and 14).
Follow newspaper reports on astronomical subjects. Make charts of the changes in position of the constellations and planets visible. *Stars at a Glance* (Philip, 1/6).

French.

- VI. & V. *L'Enseignement Littéraire du Français*, by J. Molmy, Vol. II. (Hachette, 3/-), lessons 70-75. *Colomba*, by P. Merimée (Nelson, 2/-). *Three Plays*, by A. de Musset (Nelson, 2/-), pp. 1-73. *Fantasio*. Take a French paper (list can be obtained from Hachette).
VI. *The Oxford Book of French Verse* (Oxford Press, 8/6).
V. *A Book of French Verse* (Oxford Press, 4/-), learn two poems.

Latin.

- VI. Allen's *Latin Grammar* (Clarendon Press, 3/-), pp. 16-67; 122-127; 136-142. *Limen*, Part II. (Murray, 2/6), pp. 280-292 and 208-242. *A Book of Latin Poetry* (Methuen, 2/-). *A Book of Latin Letters*, edited by R. G. C. Levens (Methuen, 3/6), pp. 1-21.
V. *Limen* (Murray, 2/6), pp. 95-134, or, (second year), pp. 208-236. *Virgil's Æneid Book IX.*, with notes, etc., by Rev. H. M. Stevenson, M.A. (Macmillan, 2/-), lines 314-589.
Dies Romani, by W. F. Witton (Arnold, 2/-), may be used for practice in translation.

German.

- VI. & V. *A Public School German Primer* (Macmillan, 4/-), VI.: revise pp. 131-157. V.: pp. 38-50, inclusive. Learn poems from *Deutsche Lyrik* (Macmillan, 3/6); read Heine's Poems.
VI. *Die Harzreise*, by Heinrich Heine, edited by B. J. Vos (Harrap, 2/-).
VI. & V. Camisso's *Peter Schlemihl* (Harrap, 2/-).

or, Italian.

- VI. & V. *Italian Lessons and Readings*, by C. U. Clark (Harrap, 4/6): read from Part II., using Part I. and Appendices for studies in Grammar. *Italian Irregular Verbs* (Hachette, 1/-). *The Hundred Best Italian Poems* (Gowans & Gray, 1/-).
VI. Read three cantos from Dante's *Il Purgatorio* (Dent, 2/-). *Le Mie Prigioni*, by Silvio Pellico (Hachette, 2/6).
V. *All' Aria Aperta*, by Renate Fucini (P.N.E.U. Office, 1/8). *First Book of Italian Verse*, selected by John Purves, M.A. (Oliver & Boyd, 6/-).

Arithmetic.

- VI. & V. Dr. Ballard's *Fundamental Arithmetic*, Book VI. (London University Press, 1/1), pp. 22-43; Teacher's Book VI. (2/3 is also essential. For mental work, *Arithmetical Dictation*, Book VI., by Alfred Wisdom (U.L.P., 1/3), Exs. 352-373.
or (second year) Dr. Ballard's *Fundamental Arithmetic*, Book VII. (1/4), pp. 1-30, 91-93 (sets A & B), and 98-103 (sets A - F), with Teacher's Book VII. (2/6).

Geometry.

- VI. & V. *A Shorter School Geometry*, by H. Hall and F. Stevens (Macmillan, 4/6), pp. 204, 205, 210, 211, 213-217; or (second year), pp. 254-260, and revise section III.
The School Set of Mathematical Instruments (P.N.E.U. Office, 2/-).

Algebra.

- VI. & V. *A School Algebra*, by H. Hall, Parts I. and II. (Macmillan, 4/6), pp. 178-179, 183-185, 191-193, 195-199, 201-206; or, (second year), 255-260, 264-277, 250-254.

Art Studies.

- VI. *The Painters of Florence*, by Julia Cartwright (Murray, 6/-), chapters 20-23, inclusive. *A Short Critical History of Architecture*, by H. Heathcote Statham, Vol. II. (Batsford, 6/-), pages 180-266.
V. *Schools of Painting*, by M. Innes (Methuen, 6/6), chapters 27 & 28. *The Story of Architecture*, by P. L. Waterhouse (Batsford, 6/-), pp. 1-58.
For reference: *Styles of Architecture*, by A. Stratton (Batsford, 1/6).
VI. & V. Six reproductions of works by Corot (P.N.E.U. Office, 2/- the set); see notes in the January Parents' Review.

Reading.

The Speaking Voice, by Emil Behnke (Curwen & Son, 7/6), pp. 164-193. *The Art of Reading and Speaking*, by Canon Fleming (Arnold, 3/6).

Music Appreciation.

The work of Brahms: see (a), article, and (b), records suggested and Gramophone Club notes under *Our Work*, in the January *Parents' Review*. *The Enjoyment of Music*, by A. W. Pollitt (Methuen, 5/-).

Music.

(a) *The Growth of Music*, by H. C. Colles (Oxford Press, 10/6). (b) *Foundations of Practical Harmony and Counterpoint*, by R. O. Morris (Macmillan, 7/6), four chapters each term; see preface. (c) For revision, *Elements of Music*, by F. Davenport (Longmans, 1/6).

Singing.

Two English and two French songs; two German songs or two Italian songs.

National or Folk Songs from *Songs of the British Islands*, edited by Sir H. Hadow (Curwen, 6/-), or, from *The Oxford Song Book*, Vol. II. (Oxford Press, 7/6). *The Clarendon Song Books*, Books V. & VI. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each).

Drill, etc.

Daily drill, dancing or games.

A *Manual of Free Standing Movements*, by H. D. Hassum (Hachette, 1/8). *Syllabus of Physical Training for Schools*, 1927, Supplement No. 12 (H.M. Stationery Office, 4d.). Six Country Dances: *The English Country Dance*, Graded Series, Vols. VI.-VIII. (Novello, 3/- each); music and instructions for six dances in each volume. Netball, Lacrosse.

Work: Arts and Crafts.

The Basis of Design, by Walter Crane (Bell, 10/-), pp. 1-90. *Art in Needlework*, by Lewis F. Day and M. Buckle (Batsford, 7/6). Studies in object drawing, light and shade, and memory drawing; see *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), pp. 9-25 and 84-88. Studies of animals: *Animal Drawing and Anatomy*, by Edwin Noble (Batsford, 10/6).

Valuable suggestions will be found for the teaching of all Handicrafts and Drawing in the following: *Applied Art*, by Pedro J. Lemos (Batsford, 28/-). It is not advisable that stereotyped courses should be followed.

Do some definite house and garden work. *Practical Housecraft*: (1) *Housewifery*, (2) *Laundry*, (3) *Cooking* (Longmans, 6d. each). Darn and mend each week. Make a garment.

(a) Bind or repair a book: *Simple Bookbinding*, by W. F. Matthews (Pitman, 2/-), or, (b) Metal Work: *Decorative Metal Overlay*, by B. Cuzner (Dryad, 2/-). See also Glass, pp. 188-206.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

The Cambridge School Certificate Examination may be taken on the work set in the P.U.S. Programme for Form V. For further particulars write to the Director, The Parents' Union School, Ambleside.

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for her age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons. Form VI. work should not be attempted unless the full two years' work has been done in Form V. (Ages in V., 15 to 17).

N.B. 2.—For principles and methods of teaching the various subjects see *An Essay Towards a Philosophy of Education* (7/6), *Parents and Children* (5/-), (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 4.—Each pupil should have a copy of her own books, and a set of the Pictures and materials. It is essential to have the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 7.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 8.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

**To Ex-P.U.S. Members who have already worked through
Form VI., and Ex-Students of the House of Education
taking the P.U.S. Reading Course.**

Bibliographies for further reading will be found in *The Legacy of the Ancient World*, *Ancient Times*, *Medieval and Modern Times*, Hodges' *Modern History*, Trevelyan's *British History*, *The Study of Animal Life*, *The Economic World*.

The following books are also suggested for 1932: *The Faith of a Moralist*, by A. E. Taylor, Gifford Lectures, Series I. (Macmillan, 15/-); Bishop Gore's *The Philosophy of the Good Life* (Murray, 10/6); Bishop Hicks' *The Fullness of Sacrifice* (Macmillan, 15/-); *The Testament of Beauty*, by Robert Bridges (Oxford Press, 7/6); *The Letters of Gertrude Bell* (Benn, 8/6); *Schliemann of Troy*, by Emil Ludwig (Putnam, 21/-); *The Sword of State* (Wellington after Waterloo), by Susan Buchan (Hodder & Stoughton, 5/-); *The History of British Civilization*, by E. Wingfield-Stratford (Routledge, 15/-); *Economic Prosperity in the British Empire*, by Stephen Leacock (Constable, 7/6); *Everybody's Business*, by Hartley Withers (Jonathan Cape, 10/6); *The Nature of the Physical World*, by Sir A. S. Eddington (Cambridge Press, 12/6); *The Universe Around Us*, by Sir James Jeans (2nd edition, Cambridge Press, 12/6).

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Motto: "*I am, I can, I ought, I will.*"

FORMS VI. & V.

PUPILS' NAMES.....

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Scripture.

- I. VI. & V. 1. Sketch briefly the history of Ezekiel's time.
2. Describe Ezekiel's vision of God's glory, indicating, as far as you can, the significance of the details.
- VI. 3. Summarise briefly the leading doctrines of Ezekiel.
- II. VI. & V. 1. Under what circumstances was the Epistle to Galatians written, and to whom was it addressed?
2. Give St. Paul's sequence of thought in this Epistle upon **two** of the following,—(a), justification by faith, (b), the nature of Christian liberty, (c), the requirements of the law of love.
3. Choose **three** of the following quotations, and write upon our Lord's teaching contained in them, giving the context,—(a), "If I bear witness of myself, my witness is not true"; (b), "I am the bread of life"; (c), "The Son of Man is Lord even of the Sabbath"; (d), "The lamp of thy body is thine eye"; (e), "Whosoever would save his life shall lose it."

Composition.

- VI. & V. 1. A *Times* leader on **one** of the following.—(a), The Call to National Service, (b), The League of Nations and the Far East, (c), The Gold Standard (1819, 1932).
2. Some verses, which must scan, to **one** of the following,—
(a), Spring; (b), memories of childhood; (c), a Poet-Patriot.

English Language.

- VI. & V. 1. Analyse the following, and parse the words in italics,—
“My robe is *noiseless while* I tread the earth,
Or *tarry* 'neath the banks, or stir the shadows;
But *when* these *shining wings*, this *depth* of air,
Bear me *aloft* above the bending shores
Where men *abide*, and far the welkin's strength
Over the *multitudes* conveys me, then
With rushing whir and clear melodious sound
My raiment *sings*. And *like* a wandering spirit
I float unweariedly o'er flood and field.”
VI. 2. Write upon the influence of (a), the Phœnicians, (b), the Arabs, upon place names.
3. An essay on (a), “Elements of Style,” or, (b), “The Influence of Books.”
V. 2. Write upon the motives which lead men to seek for new words, giving examples in illustration.

Literature. (Answer three questions only.)

- VI. & V. 1. A scene between “Iphigenia,” “Pylades” and “Orestes,” from *Iphigenia in Taurus*.
2. Sketch the parts played by the two characters who interested you most in *Twelfth Night*.
3. A scene for acting from one of the novels you have read this term.
VI. 4. Sketch briefly the struggle between fear and faith recorded by Carlyle in “the Everlasting No and the Everlasting Yea.”
5. An essay on “The Veins of Wealth” according to Ruskin.
6. In what respects does (a), *Sybil*, or, (b), *Alton Locke* throw light on the life of the period?
7. “Poetry takes its origin from emotion recollected in tranquility.” Discuss this saying of Wordsworth's from your reading of (a), his own poetry, or, (b), that of Coleridge.
V. 4. What has Ruskin to say of the spirit of (a), Sacrifice, (b), Truth in Architecture? Examples.
5. “Some recollections of Childhood” from your reading this term.
6. “Pictures” from *Childe Harold*, Canto III.
7. Write on “the glory of motion” in a mail-coach according to De Quincey.

English History.

- VI. 1. Compare and contrast the opinions and the work of Owen, Cobbett and Place.
2. Discuss Free Trade from the point of view of (a), Huskisson and, (b), the National Government of 1931. Dates.
3. Sketch briefly the foreign policy of (a), Canning, (b), Pitt. Dates.
V. 1. Trace the progress of the Reform Movement from 1830-1834.
2. Write notes on (a), the Durham Report, (b), Lord William Bentinck's Indian Reforms, (c), the Chartist movement. Dates.
3. Sketch briefly (a), the causes which led to the Crimean War, (b), the course of the war. Dates.

General History.

- VI. 1. “The Middle Age stands for an order of Society and for an order of thought.” Write upon the three factors which contributed to this order.
V. 1. Give an account of the rise of the Sumerian Civilisation. Dates.
VI. & V. 2. Describe the reconstruction of the map of Europe after Napoleon's abdication. Dates.

Every-Day Morals and Economics.

- VI. 1. Trace, as far as you can, the line of argument adopted by Socrates in his enquiry into the nature of piety and impiety.
V. 1. Write some notes on (a), Fortitude and on Prudence, or, (b), the vagaries of the uninstructed conscience. Give illustrations from your term's reading if possible.
VI. & V. 2. An essay on (a), the present Tariff problem, or, (VI. only) Wealth and Welfare.

Geography

- VI. 1. We “cannot understand the Highlands without having seen the Alps.” Discuss this statement and describe a typical Highland region.
2. An essay on “Japan, the Old and the New.”
3. Write upon the characteristics and the causes of (a), granite, (b), limestone topography. Drawings.
V. 1. An essay on Commerce and Sea-Power.
2. Describe, with diagrams, the geological features which may be seen on a journey, e.g., from London to (a), Crowborough Beacon, or, (b), Gloucester.
3. How could you find the latitude of a place (a), at night, (b), by day? Explain with diagrams.

General Science.

- VI. 1. A brief résumé of "Science and the Unseen World."
V. 1. Write as fully as you can upon **two** of the following,—
(a), polarised light, (b), reflection, (c), refraction,
(d), colour.
VI. & V. 2. Explain the following terms,—(a), outcrop, (b),
cleavage, (c), dislocation, (d), plication, (e), fault.
Mention examples you have seen. Write fully upon
the cause and effect of any **two**. Diagrams.

Biology, Botany, etc.

- VI. 1. Write an essay on the social life of animals.
2. Write upon the structure and work of (a), efferent, (b),
afferent nerve fibres.
V. 1. What changes take place in a seed during (a), fertilisa-
tion, (b), germination? Write fully, with diagrams,
on one particular example.
2. "All plants must be able to meet successfully the most
adverse conditions to which they may be exposed."
Describe fully three such adaptations to circum-
stances.

Astronomy.

- VI. 1. What modern discoveries in relation to the behaviour of
matter have superseded the "law of conservation of
matter"?
2. "Nature is such that it is impossible to determine
absolute motion by any experiment whatever."
Explain, as far as you can, experiments which led
to this formulation of the principle of relativity.
V. 1. Write upon the discovery and nature of Saturn's rings.
2. Write notes, with a chart, on the constellations you
have identified this term.

French. (All answers to be written in French.)

- VI. & V. 1. Give examples in sentences to illustrate three
different uses of (a), the subjunctive mood, (b),
adverbs.
2. Write (a), a scene from *Colomba*, or, (b), a résumé of
Fantasio.
3. Translate into French (VI.), *Coleridge*, page 144, the
letter to his brother, (V.), (Molmy), page 99, "Stop,
thief . . . be off."

Latin.

- VI. 1. Write short notes on the Roman Calendar, giving
examples of dates, with their translation.
2. Translate: (1) The Athenians, having returned to burnt
homes and ruined temples, began to raise a new
Athens. (2) They asked if we had seen the city or
not. (3) In seeking peace they think that prisoners
ought to be exchanged.
3. (1) *A Book of Latin Letters*, No. 7, translate lines 1-10,
"Noli . . . habere." (2) Read again the Latin of
(1) then write a narration in Latin.
V. (First year.) 1. Write the four Principal Parts of *credo, sto,*
capio, video, vinco.
2. Translate: (1) Polyphemus, a man with one eye, came
to the mountains at daybreak. (2) The soldiers
whom they killed were many. (3) Having captured
the town, the general resolved to set up new laws.
(Second year.)
1. Write the Present Infinitive and Perfect Participle of
loquor, patior, orior, potior and *audeo*.
2. Translate: (1) They are asking if you will come to-
morrow. (2) Having spoken these words he set out
for Rome. (3) The general sent messengers for the
purpose of making peace.
(First and second years.)
3. (a) *Aeneid IX*. Translate lines 371-380, "Jamque . . .
coronant." (b) Either read the Latin of (a) again
then write a narration, or, parse *subibant, sublustri,*
temere, agmine, abitum.

German.

- VI. & V. 1. Make sentences, using the verbs 1-10, page 279
(*Siepmann*) in (a), the imperfect, (b), the perfect
indicative tenses.
2. Write, in German, (a), a description of *Klausthal*, or,
(b), one story from *Peter Schlemihl*.
VI. 3. Translate into German, *Coleridge*, page 106, the verses
written on April 23rd.
V. 3. Translate into German, page 330 (*Siepmann*): Repro-
duction.

Italian.

- VI. & V. 1. Translate into Italian (Clark), Exercise B 1, page
162, sentences 1-10.
2. Write, in Italian, a short incident from *Le Mie Prigioni*,
or, *All' Aria Aperta*.
3. Read once in Italian and write the substance in Italian
prose,—(Clark), page 212, the lines by (a), Ariosto, or,
(b), Pellico.

Arithmetic

(First Year.)

1. Find the price of $4\frac{1}{2}$ per cent. stock, when an investment of £3477 produces an income of £171.
2. The Simple Interest on £450 for a year (12 months) was £16 10s. During the first 8 months the rate of interest was $3\frac{1}{2}$ per cent. per annum. What was the rate per cent. per annum during the remainder of the year?
3. In what ratio must sugar which cost 4d. be mixed with sugar which cost 7d. a lb. so that the whole might be sold at $7\frac{1}{2}$ d. a lb. and 25 per cent. profit be made?

(Second Year.)

1. Add together .375 of 13s. 4d. and .07 of £2 10s. and subtract the result from £.45.
2. A man sold an article for £6 18s. 9d., gaining $12\frac{1}{2}$ per cent. (a), What did it cost him, and, (b), what would have been his gain or loss per cent. if he had sold the article for £6 15s. 8d.?
3. When the postage for letters was 2d. and for post cards $1\frac{1}{2}$ d., the average monthly expenses on postage of a man who wrote twice as many post cards as letters was 9s. 2d. How much per month did he save when the postage for letters was reduced to $1\frac{1}{2}$ d. and that for post cards to 1d.?

Geometry.

(First Year.)

1. Show how to draw a regular hexagon (i.) *about*, (ii.) *in* a given circle.
2. Show how to draw a circle (i.) *in* a regular pentagon, (ii.) *about* a regular octagon.
3. Two circles touch externally at A; PQ is their common tangent. Prove that the tangent at A bisects PQ and that $\angle PAQ = 90^\circ$.

(Second year.)

1. If two triangles have their sides proportional when taken in order, the triangles are equiangular to one another, those angles being equal which are opposite to corresponding sides.
2. A man whose height is 6 feet standing 32 feet from a lamp-post observes that his shadow cast by the light is 8 ft. in length: how high is the post above the ground? How far from the post must a boy 5 ft. high stand in order to cast a shadow 5 ft. long?
3. Draw a triangle ABC of any shape and show how to find a point P equidistant from B and C and also equidistant from AB and AC.

Algebra.

(First Year.)

1. Solve the equations:

$$(1) 3x(5x-1)=4(x+9).$$

$$(2) 2x-5=\frac{12}{x}$$

2. Find:

$$(1) \text{The H.C.F. of } 3a^3-7a^2+a+2$$

$$\text{and } 3a^3-4a^2-3a-2.$$

$$(2) \text{The H.C.F. and L.C.M. of } 6x^2-13xy+6y^2, \\ 12x^2-5xy-2y^2, \text{ and } 15x^3+2x^2y-8xy^2.$$

3. Find the value of:

$$(1) \frac{3-x}{6} - \frac{2x-1}{7} - \frac{3-2x}{3}$$

$$(2) \frac{a^2}{ab-b^2} + \frac{b^2}{ab-a^2}$$

(Second Year.)

1. Solve the equations:

$$(1) x^2-8x=1.$$

$$(2) (x-2)(x+2)=2x-3.$$

2. A dealer buys a number of calves for £80. If he had bought four more for the same money, each calf would have cost £1 less. How many did he buy?

3. Plot the graph of the expression x^2-6x+7 between the values $x=-1$ and $x=6$. From the curve find
(a) the minimum value of the expression x^2-6x+7 ,
(b) the roots of the equation $x^2-6x+7=0$.

Art Studies.

VI. & V. 1. Describe, with a rough sketch of the composition, "A view Sin-le-Noble," by Corot.

2. Write a short account of the work of (a) Giotto, or, (b), Claude, describing in detail one of his pictures.

VI. 3. Explain, with diagrams, the distinctive features of Byzantine architecture. Mention the buildings you would visit in order to study the Byzantine type.

V. 3. "No other country bears such testimony as Egypt to the great historical value of architecture." Explain and illustrate.

Painting.

1. Illustrate, with rough sketches, the statement that "the principle of recurring or re-echoing lines" is a leading principle in design.

2. A study in light and shade, *e.g.*, (a), in the corner of a room, or, (b), in drapery.

Music Appreciation.

What works of Brahms have you heard this term, and what have you learned? Write fully upon one of his orchestral works.

Reading.*

Father to choose an unseen (*a*), essay, (*b*), poem.

Music.*

Parents to report upon practical examination.

Singing.*

Father to choose an English, and a French song.

Drill.*

Report progress.

Work, Crafts, etc.*

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Thursday, March 17th, or Monday, March 28th. The examination should last a full school week. Papers to be posted on March 24th or April 2nd, *with no other enclosure*. **Parents' Reports, Form "J," loose papers, etc., sent later cannot be added.**

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—MEMBERS OVERSEAS may send in examinations at the end of *any two* of the three terms in the year.

Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.